



## LOCKETT ELEMENTARY

1349 Dorange Road  
Branchville, SC 29432

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	358 Students	
<b>Principal</b>	Hercules Busby	803-274-8588
<b>Superintendent</b>	Dr. Thomas Sparks	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Good
2008	Average	Good
2007	Average	Good
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

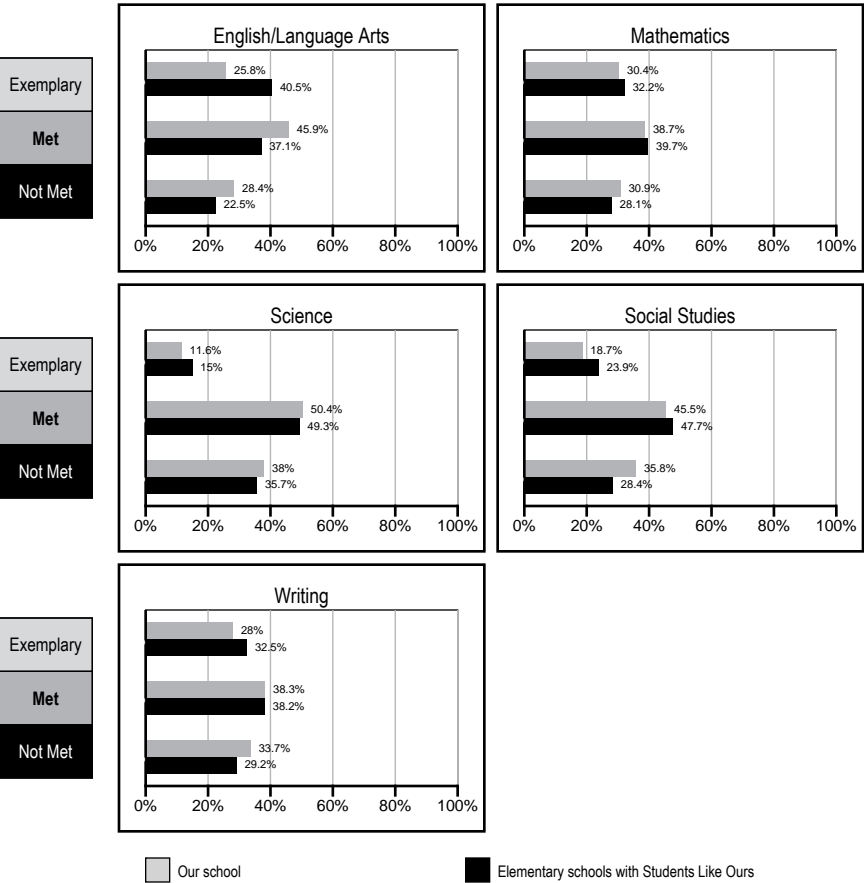
95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	2	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=358)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.0%	1.2%	1.2%
Attendance rate	94.9%	Up from 94.8%	95.9%	96.1%
Eligible for gifted and talented	4.9%	Down from 8.6%	11.8%	11.7%
With disabilities other than speech	5.2%	Up from 4.6%	8.5%	8.0%
Older than usual for grade	0.3%	Down from 0.7%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	42.9%	Down from 45.5%	59.2%	60.5%
Continuing contract teachers	90.5%	Down from 95.5%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 92.3%	88.7%	87.0%
Teacher attendance rate	98.4%	Up from 96.7%	95.4%	95.4%
Average teacher salary*	\$50,681	Down 1.5%	\$47,021	\$47,288
Professional development days/teacher	6.5 days	Down from 16.3 days	10.3 days	10.5 days
School				
Principal's years at school	13.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 19.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.6%	Up from 90.8%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,549	Down 0.3%	\$7,450	\$7,548
Percent of expenditures for instruction**	67.4%	Up from 65.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.4%	Up from 61.6%	64.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lockett Elementary a small, rural school, where academic excellence is our priority. Exceptional faculty and staff make the learning process profitable for student achievement. The combined efforts of the faculty, staff, students, administration, and the community, provide the best educational opportunities to all students. Parental support is a plus at Lockett Elementary.

Lockett Elementary has consistently scored average or above average on the previous PACT test. On the first PASS test our test scores were consistent with the old PACT test. "Expect the best at LES" expresses high expectations for all students throughout the learning process. The PASS test will continue to assess our students as they make every effort to reach their academic potential.

For the past several years, Lockett has been awarded the Palmetto Silver Award, Red Carpet Award, Orangeburg County Summer Reading Award, Health Factor Award, State Superintendent District Writing Award Winner, and numerous other recognitions.

Our report card rating for 2009, Absolute, Average, Improvement, Good, is indicative of the success our students experience at Lockett Elementary. Lockett met all standards on AYP for 2009.

Lockett Elementary is committed to academic achievement for all students. Teaching and exposing every child to a variety of educational opportunities is our primary focus. With the assistance of our stakeholders, we can consistently provide the educational opportunities for all students.

Correspondences, through newsletters, flyers, invitations, phone tree, agendas, etc., help us inform the community of programs and events at the school doing school the school year.

Working together for all students, helping them reach their fullest potential and seeing success is our main goal at Lockett Elementary.

We are facing challenging times with school funding and limited personnel as we continue to strive for excellence in academic achievement. We invite all stakeholders to visit our school and participate in the educational process of our students. Your support is always appreciated.

Tracy Ott, Chairperson, SIC  
Hercules Busby, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	55	25
Percent satisfied with learning environment	100.0%	83.6%	92.0%
Percent satisfied with social and physical environment	100.0%	87.3%	92.0%
Percent satisfied with school-home relations	85.7%	76.4%	91.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	208	98.6	27.6	46.4	26	88	74.6	83.5	Yes	Yes
Gender										
Male	116	99.1	30.6	41.7	27.8	84.3	72.6	80.1	N/A	N/A
Female	92	97.8	23.8	52.4	23.8	92.9	76.7	87	N/A	N/A
Racial/Ethnic Group										
White	124	98.4	23.7	44.9	31.4	88.1	81.9	89.6	Yes	Yes
African American	81	98.8	35.2	47.9	16.9	87.3	67.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	60	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	66.7	85.1	I/S	I/S
Disability Status										
Disabled	24	91.7	64.7	29.4	5.9	52.9	42	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	99.3	31	45.7	23.3	86	70.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	208	98.6	30.2	39.1	30.7	81.8	72.4	80.4	Yes	Yes
Gender										
Male	116	99.1	29.6	38.9	31.5	81.5	72.2	78.4	N/A	N/A
Female	92	97.8	31	39.3	29.8	82.1	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	124	98.4	22	40.7	37.3	85.6	81.6	87.8	Yes	Yes
African American	81	98.8	45.1	36.6	18.3	74.6	62.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	66.7	83.2	I/S	I/S
Disability Status										
Disabled	24	91.7	88.2	5.9	5.9	29.4	33.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	138	99.3	34.9	39.5	25.6	78.3	67.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	127	100	37	51.3	11.8	63	55.5	67.3
Gender								
Male	73	100	31.9	53.6	14.5	68.1	59.4	66.9
Female	54	100	44	48	8	56	51.3	67.7
Racial/Ethnic Group								
White	81	100	30.8	51.3	17.9	69.2	68	79.6
African American	44	100	N/A	N/A	N/A	48.7	41.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	47.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	23.1	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	86	100	42.7	48.8	8.5	57.3	48.5	55.4

Social Studies								
All Students	131	99.2	35.8	45.5	18.7	64.2	54.6	70.9
Gender								
Male	72	98.6	36.8	39.7	23.5	63.2	57.8	70.1
Female	59	100	34.5	52.7	12.7	65.5	50.9	71.7
Racial/Ethnic Group								
White	74	100	30.1	45.2	24.7	69.9	65.7	79.2
African American	56	98.2	44.9	46.9	8.2	55.1	42.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	13	92.3	I/S	I/S	I/S	I/S	21.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	64.3	68
Socio-Economic Status								
Subsidized meals	84	98.8	41.8	44.3	13.9	58.2	48	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	205	99	33.7	38.3	28	66.3	54.4	72.1	94.9	95.2
Gender										
Male	116	98.3	40.4	37.6	22	59.6	48	65.2	94.4	94.8
Female	89	100	25	39.3	35.7	75	61.5	79.2	95.6	95.6
Racial/Ethnic Group										
White	122	100	30.3	37	32.8	69.7	62.8	80.8	94.7	94.8
African American	80	97.5	40.8	39.4	19.7	59.2	45.5	59.7	95.2	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.7	93.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	48.1	64.6	96.4	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	50	73.4	94.4	94.8
Disability Status										
Disabled	22	90.9	N/AV	N/AV	N/AV	11.8	10.5	27.7	94.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	42.1	63.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	137	98.5	38.8	39.5	21.7	61.2	48.4	61.9	94.6	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	31	31	38.1	69
	4	53	98.1	27.5	41.2	31.4	72.5
	5	53	100	23.1	55.8	21.2	76.9
	6	45	100	21.4	33.3	45.2	78.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	97.5	29.7	40.5	29.7	70.3
	4	52	100	38	48	14	62
	5	60	98.3	23.6	54.5	21.8	76.4
	6	56	98.2	20	40	40	80
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	54.8	31	14.3	45.2
	4	53	98.1	21.6	37.3	41.2	78.4
	5	53	100	25	44.2	30.8	75
	6	45	100	21.4	40.5	38.1	78.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	97.5	27	32.4	40.5	73
	4	52	100	30	44	26	70
	5	60	98.3	30.9	27.3	41.8	69.1
	6	56	98.2	32	52	16	68
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	33.3	61.9	4.8	66.7
	4	53	98.1	23.5	54.9	21.6	76.5
	5	26	100	23.1	65.4	11.5	76.9
	6	23	100	33.3	61.9	4.8	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	47.4	31.6	21.1	52.6
	4	52	100	24	66	10	76
	5	29	100	53.8	30.8	15.4	46.2
	6	27	100	37.5	58.3	4.2	62.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	23	100	23.8	57.1	19	76.2
	4	53	98.1	17.6	49	33.3	82.4
	5	27	100	19.2	57.7	23.1	80.8
	6	22	100	14.3	52.4	33.3	85.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	61.1	16.7	22.2	38.9
	4	52	100	46	48	6	54
	5	31	96.8	31	55.2	13.8	69
	6	28	100	3.8	50	46.2	96.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	46	100	46.5	32.6	20.9	53.5
	4	52	98.1	31.4	47.1	21.6	68.6
	5	53	98.1	27.5	54.9	17.6	72.5
	6	44	100	28.6	42.9	28.6	71.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	35.1	27	37.8	64.9
	4	52	100	52	38	10	48
	5	58	96.6	29.1	43.6	27.3	70.9
	6	55	100	19.6	41.2	39.2	80.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data